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| **Department:** | | **World Language** | | |
| **Course:** | | **Spanish 1** | | |
| **Theme** | | **Contemporary Life** | | |
| **Topic:** | | **Traveling Abroad** | | |
| **Learning Scenario** | | Students will have a chance to identify a vacation destination or may choose to plan a staycation in the community abroad where they live and work. In preparation for their vacation they will research their destination. They will research their city using tools such as Google Earth to become familiar with the neighborhood and will use online resources to locate where they will stay. Students will make plans for what they will do while there. Students will also create a packing list based on anticipated activities and local weather conditions. | | |
| **Standard(s):** | |  | | |
| **Stage 1: Desired Results** | | | | |
| **Understandings** | | Language opens doors to the world.  Traveling abroad represents opportunities and challenges. | | |
| **Essential Questions** | | What are the advantages and disadvantages of going to a new place?  What defines a community? | | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge | |
|  | | | **Vocabulary** | **Grammar** |
| name places common to most communities and say what they do there or why they go there | | | bank, grocery store, mall, hospital, pharmacy, office, store, police station, fire station, park, street, post office, library, school,  neighborhood, town square,pool, building, museum, gym, gas station, open air market "anything store" (almacén) |  |
| say where they are going and what they are going to do there | | | to go to the movies, to ski, to hike, to swim, to rest, to ride a bike | ir a |
| negotiate plans with your traveling partners | | |  | interrogatives |
| ask for and follow basic directions; use a map to describe basic locations of everyday places | | | Where is…..  It’s….next to, in front of, behind, near, far, to the left, to the right, here, there | prepositional phrases |
| use cardinal directions and the metric systems to locate their city or town and say where it is in relation to known features | | | key, metric system, distance, \*cardinal directions, \*Where is...?  \*It is (located) \*How far is...?  north, south, east, west |  |
| name the clothing that you wear/need for certain activities | | | I am going to…  What do I need…  Do I need…  Be sure to take…  Don’t forget…. |  |
| describe the weather | | | What is the weather like?  seasons  temperature  weather related vocab |  |
| purchase fruits and vegetables in the local market | | | simple metrics |  |
| make purchases saying where they would go to buy certain things | | | currencies of different countries |  |
| say what they did while abroad | | |  | past tense |
| **Stage 2: Assessment Evidence** | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | |
| Interpretive | Students will read and view short texts on life in different cities. They will use the information from the texts to create an schedule for their time abroad. | | | |
| Interpersonal | They will attend a welcome home party where they will pair to share their experiences asking and answering questions based on picture prompts. | | | |
| Presentational | Students will document their time abroad by creating a reflective journal that captures their experiences and conveys what they did. They will create a presentation that can be shared with others to sell them on the benefits of their destination | | | |
| **Formative Assessments** | | | **Other Summative Assessments** | |
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| Stage 3: Learning Activities | | | | |
| **Hook** | |  | | |
| **Activities** | | | | |
| **Resources** | | | | |
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